DOCUMENT RESUME

ED 257 766 SO 016 583

AUTHOR	Pirtle, Sara, Ed.
TITLE	Perspectives at Work: Fourteen Activities for Building Peacemaking Skills. Grades One to Six.
INSTITUTION	Traprock Peace Center, Deerfield, MA.
PUB DATE	Jul 84
NOTE	44p.; For "Perspectives," see ED 240 023.
AVAILABLE FROM	Traprock Peace Center, Woolman Hill Keets Road, Deerfield, MA 01342 ($2.00; $1.50 quantity discount).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Childrens Art; *Conflict Resolution; *Cooperation; *Creative Writing; Decision Making; Elementary Education; Futures (of Society); Learning Activities; *Peace; Student Developed Materials; Units of Study
IDENTIFIERS	Community Based Education; Environmental Problems

ABSTRACT

Designed for teachers of students in grades 1-6, this representative sample of artwork and creative writing illustrates activities for teaching peace education. Based on a curriculum created by the Greater Boston Chapter of Educators for Social Responsibility ("Perspectives"), the booklet presents student art and writing samples illustrating student ideas about peace, cooperation, and conflict resolution. Students study local community builders, famous peacemakers, and people who are different from themselves, and examine change, decision making strategies, and the future. Suggested activities for students in grades 1-3 include making peace flowers as a cooperative effort, interviewing community builders, studying the life of famous peacemakers, and examining conflicts. Activities for students in grades 3-5 include defining peace, dramatizing the decisions of famous peacemakers, studying changes, exploring a non-violent future world, imagining oneself in the future, and making a time capsule. Activities for students in grades 5 and 6 include cartooning as a means of teaching about environmental problems, using skits to demonstrate decisions made by famous people, and participation in an activity called "Name Gathering," in which students encounter a different culture. Each of the three sections--first through third grade, third through fifth, and fifth through sixth--begins with a brief summary of the assignments and is followed by examples. (LH)

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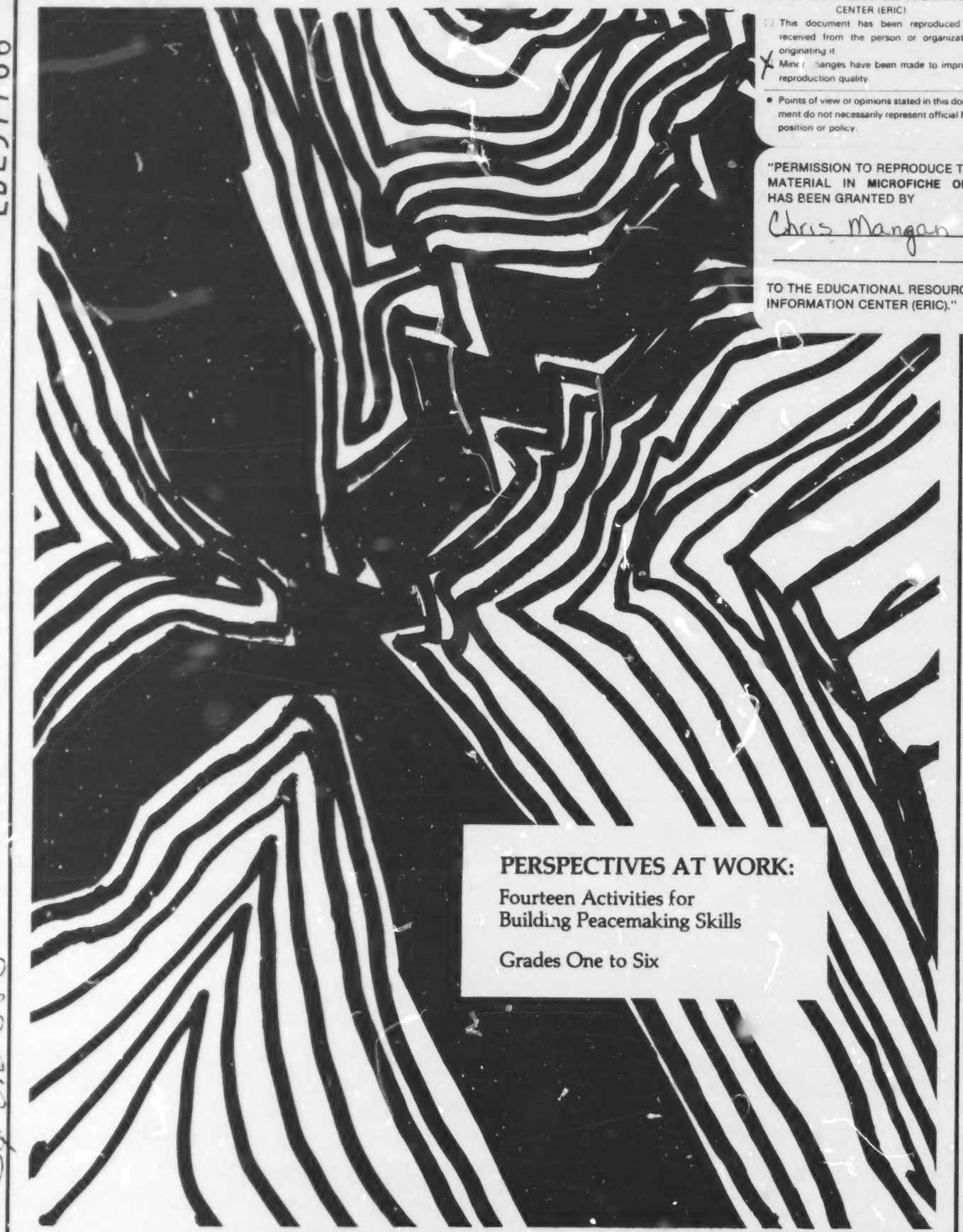

PERSPECTIVES AT WORK:

Fourteen Activities for Building Peacemaking Skills

Grades One to Six

Syl 016 583

PEACEMAKING IS A DYNAMIC PROCESS

as our covers illustrate.

Front cover: Richard Shippee

Back cover: Shawn Benz

The activity is described on page 26.

THIS BOOKLET WAS MADE POSSIBLE BY:

The supporters of Traprock Peace Center

A grant from the Peace Development Fund for our pilot program in the schools

A private grant to Sarah Pirtle

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Edited by:
Sarah Pirtle

July 1984

INTRODUCTION

During the winter and spring of 1984 I worked with teachers and students in three schools with diverse populations. In each of the eleven classrooms, spanning first through sixth grade, teachers led activities from our source book, Perspectives, and several teachers developed their own excellent assignments. I brought dramatic skits, educational songs, and a participation story called "The Name Gathering" to classes.

Here is a representative sample of the resulting artwork and creative writing. This booklet is intended to illustrate for other teachers the kinds of activities which are effective with children at various age and ability levels. Each of the three sections - first through third grade, third through fifth, and fifth through sixth - begins with a brief summary of the assignments and is followed by the examples in sequence.

Our work underscores the fact that peace education has many strands: cooperation, settling conflicts, studying local community builders, studying famous peacemakers, encountering people who are different from you, making decisions, learning about change, and looking toward the future. Young people build these skills and concepts incrementally. Such work is not just for a brief or isolated unit but is best developed through repeated practice throughout the school year and throughout each grade.

The most useful book for teachers we have found is Perspectives, a curriculum created by the Greater Boston Chapter of Educators for Social Responsibility. It provides an extensive description of activities which develop new modes of thinking for grades K - 12. We hope that teachers will find this booklet useful as a companion to Perspectives to see examples of student work and to learn of additional activities.

Sarah Pirtle

Traprock Peace Education
Coordinator

Activities for 1st – 3rd graders

(1) BUILDING COOPERATION: PEACE FLOWERS

First and second grade teacher, Susan Vegiard, turned a familiar spring art project -- decorating classroom windows with flowers -- into an experience of cooperation. She prepared pairs of interlocking puzzle pieces in advance. Then she asked students to pick a puzzle piece out of a box and silently find their peace partner who held the other half. These pairs worked together to create a paper flower large enough to fill a window. Susan helped them to make one decision at a time -- what color to use, how to form the petals, the center, the stem -- so that they had help in focusing together on each step of the project.

(2) INTERVIEWING COMMUNITY BUILDERS

One way to help young people develop a positive image of their world is to introduce them to people from their own town who are contributing to the community in ways immediate for them. First and second grade teacher Doug Ruopp arranged for nine community members to come for 30 - 60 minute visits. The children thought of questions they wanted to ask ahead of time, and these ranged from, "Did you ever make a tough decision?" to "How many people are in your home?" At the end of the group interviews, students made portraits of each visitor.

(3) STUDYING THE LIFE OF A FAMOUS PEACEMAKER

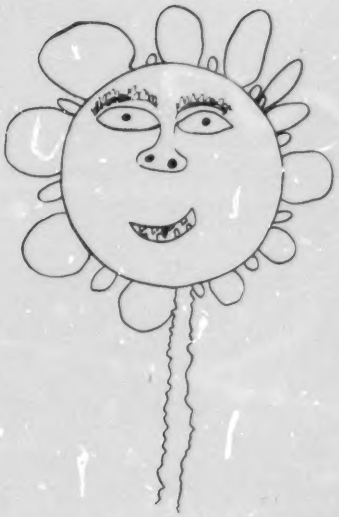
Following the suggestion in the Peacemakers unit of Perspectives, Idalia Morales helped her second and third graders to make biographical scrolls. She found that the events in the life of Mary McLeod Bethune worked well with this activity. She read a library book, Mary McLeod Bethune by Ruby L. Radford (Scholastic Books, 1973) to her class. Next they composed a list of the main events they remembered about her life, and then placed them in chronological order. Students selected the scenes they wanted to illustrate, and together they created a 13 foot scroll. They also made a biographical scroll of the life of Langston Hughes.

(4) EXAMINING CONFLICTS

Kathy McKay and Idalia Morales developed a two week unit on conflicts for their second and third graders. The students were involved in role playing in small groups; first the teachers provided the conflict and the roles, and later the students suggested the problems themselves. Kathy and Idalia also read stories from library books and basal readers, and paused before the conflict was solved to ask the children how they would handle it. For the final activity students drew either animals or people in a conflict situation. They used a cartoon format to show the progression of the conflict and its resolution, and then discussed their drawings in small groups of eight.

These four teachers are from the Marks Meadow Elementary School in Amherst, Massachusetts.

BUILDING COOPERATION: PEACE FLOWERS



AN INTERVIEW WITH GABRIEL BODIN
AND AMIR BAGHDADCHI

GRADE ONE

Question: How did you feel when you found out you were partners?
Answer: Amir -- Lucky, because we were partners last time, too!
Gabriel -- And we always play together at home.

Q: So you felt you could work together well?
A: Amir -- Hmmm, well, yeah.

Q: That's an unusual looking stem. How did you decide to make it?
Amir -- Well, I cut from one end and he cut from the other end and we met in the middle.

Q: Who's idea was it to do that?
A: Gabe -- I think it was Amir's.

Q: I know there were four different colors of paper to choose from. Did you both want yellow or did you have to make a compromise?
A: Amir -- We didn't have a choice because it was the only color left.
Gabe -- Yeah. At first we didn't really want yellow but then it was okay.

Q: I noticed that your flower was the only one with a face. How did you decide to draw a face?
A: Amir -- Gabe just said, "Let's put a face on it," so he drew the nose and mouth and I drew the eyes and eyebrows.
Gabe -- It was a peace flower so I thought it should have a face.

Q: It seems like you didn't have much trouble accepting each other's ideas.
Amir -- I guess Gabe had most of the ideas and I just did them because they were good.
Gabe -- And Amir also had good ideas.

Q: How did you feel about your peace flower once it was finished?
Amir -- Well, kind of funny because we used too much rubber cement and it was stuck to the table!
Gabe -- Yeah, and I had to finish it up really fast.

Q: But when you saw it on the window, what did you think of it?
Amir -- I thought it was excellent because it was different from all the rest.
Gabe -- Yup!

INTERVIEWING COMMUNITY BUILDERS

GRADES ONE AND TWO: "COMMUNITY PEOPLE IN OUR CLASSROOM"

Doug Ruopp gives these suggestions for others trying this activity.

* Have each child think up a question ahead of time and then ask each visitor this same question at every interview.
* Include some abstract questions such as "What is a community?" so that with each interview this new vocabulary word becomes clearer to the class.
* Include questions that have concrete answers as well. In fact, one student decided to measure the height of each visitor. Also, at the end of the interview you can ask the guest to close her/his eyes and have the class try to remember what color eyes this person has.
* Give your visitors the list of questions ahead of time.
* Ask them to bring: (a) a tool, and (b) a diagram or map that they use in their work.
* Let them know that they can give long answers to the questions but at the end they need to sum up their answer in a sentence which the students could remember and understand.

Here are highlights of the answers his class received.

WHAT IS A COMMUNITY?

Buildings, people working together, sports events, the tools that people need, people who have something in common.

WHAT MAKES A COMMUNITY WORK?

Helping other people, respecting and caring about other people, having pride in what you do, thinking about the ways what you do will affect the others in the community.

WHAT IS ONE THING YOU HOPE FOR IN THE FUTURE?

To come to classes where people get along, to use less materials and take care of them, less fires (said by the firefighter), less fear of wars.

DO YOU HAVE SPECIAL TOOLS FOR YOUR JOB?

Architect: scale ruler
Doctor: stethoscope, curved needle
Environmental teacher: binoculars, magnifying lens, bird book
Folksinger-activist: Guitar, banjo, rhythm instruments
Firefighter: hose nozzle, walkie-talkie, beeper
Storyteller: mouth and hands and body

WHAT WAYS DO YOU COMMUNICATE WITH OTHERS?

Talking, radio, with my eyes and my hands, music, telephone, drawing, writing letters.

DO YOU HAVE SPECIAL MAPS FOR YOU JOB?

Architect: drafts and blueprints
Doctor: body maps
Firefighter: area maps for hydrants
Storyteller: road maps to find the schools I go to

HOW DO YOU GET TO WORK?

Bus, bike, walk, car, jet, boat.

WHAT IS THE NAME OF THE BUILDING YOU WORK IN? WHAT IS SPECIAL ABOUT IT?

Illustrator: studio -- the light is not too bright
Firefighter: fire station -- it is mostly a garage
Librarian: library -- lots of shelves
Storyteller: anywhere there are people who want to listen

HAS SOMETHING CHANGED IN YOUR JOB?

Doctor: Now I can use an X-ray machine to see inside people
Farmer: I use a milking machine now to milk faster
Illustrator: I don't use aluminum copy plates anymore
Librarian: I take care of more machines and more kinds of printed materials.

DID YOU EVER MAKE A TOUGH DECISION?

Whether to be a surgeon or a family doctor.
Whether to stay in Australia or learn new things in America.
Who to help first in an accident.
Whether to be a classroom teacher in one class or travel and work with many different classes.

WHAT DO YOU DO FOR PEOPLE WITH SPECIAL NEEDS?

Architect: provide ramps and elevators
Folksinger and storyteller: act out songs and stories with hands
Illustrator: include people with special needs in illustrations
Librarian: have a special telephone-typewriter system.

DO YOU HAVE A HERO? WHAT DO YOU LIKE ABOUT HER OR HIM?

Doctor: Anne Frank for her bravery.
Farmer: My cows because they produce so much milk.
Firefighter: Other firefighters because they are so willing to give.
Environmental teacher: Martin Luther King because he spoke so well and he fought for no violence.
Illustrator: A Chinese artist I know because he works hard and is very funny.
Folksinger: Gandhi because he believed people can work to change things.

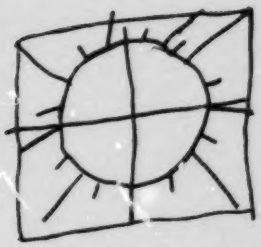
WHAT ANIMAL WOULD YOU BE?

Architect: a spider making webs
Doctor: a working bee and a mother bear
Librarian: a dog saving bones
Storyteller: a mockingbird copying others' actions

WHAT IS YOUR EYE COLOR?

Four had brown eyes, four had blue eyes, and two had green eyes.

* Portraits of six of the visitors follow on pages 6 and 7.



Community Builders

doctor

by Zena Pellett

illustrator

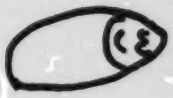
by Dillon Lorda

librarian

architect

by Debbie Ihedigbo

folksinger



baby

by Debbie Ihedigbo

Environmental Teacher

by Josina Bohmer-Tapia.

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STUDYING THE LIFE OF A FAMOUS PEACEMAKER:

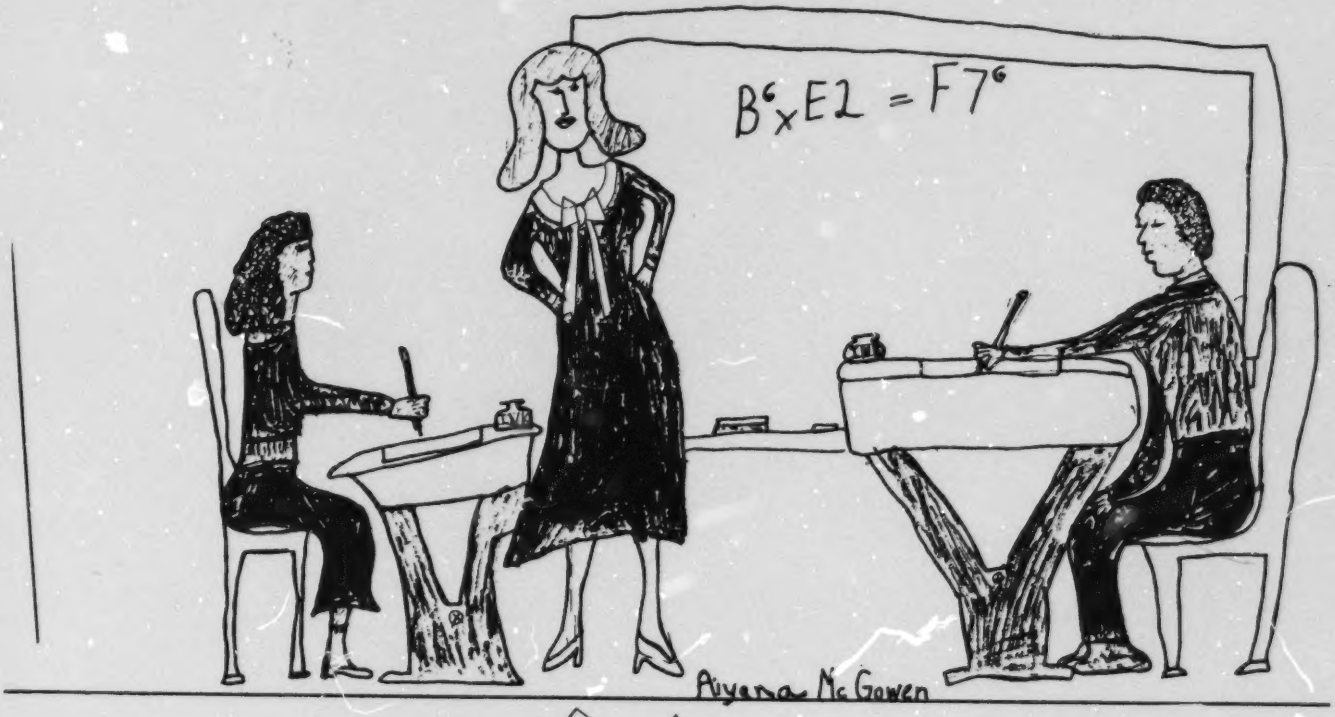
Biographical Scrolls

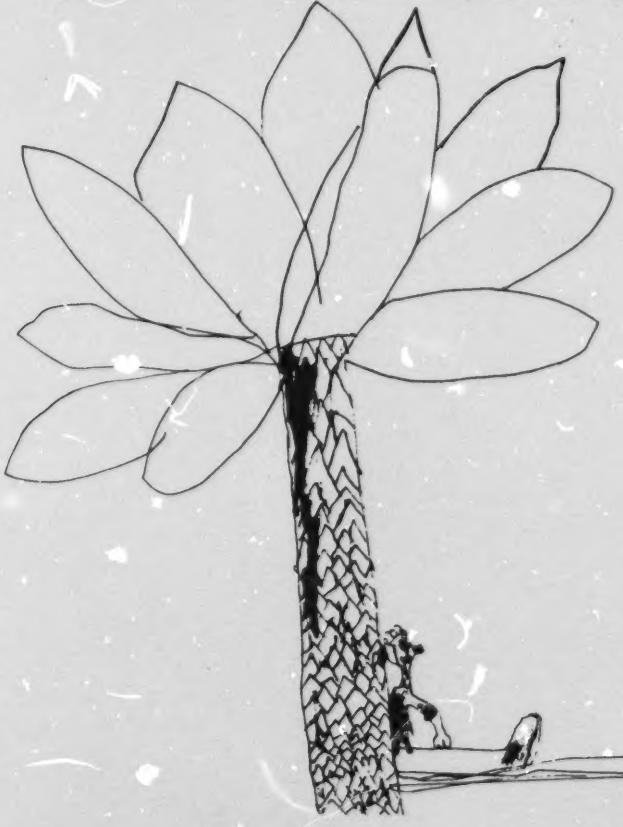
Second and Third Grade

The inspiring life of Mary McLeod Bethune is an excellent source for this activity.

TWO SECTIONS OF THE SCROLL ON LANGSTON HUGHES

He is In College.





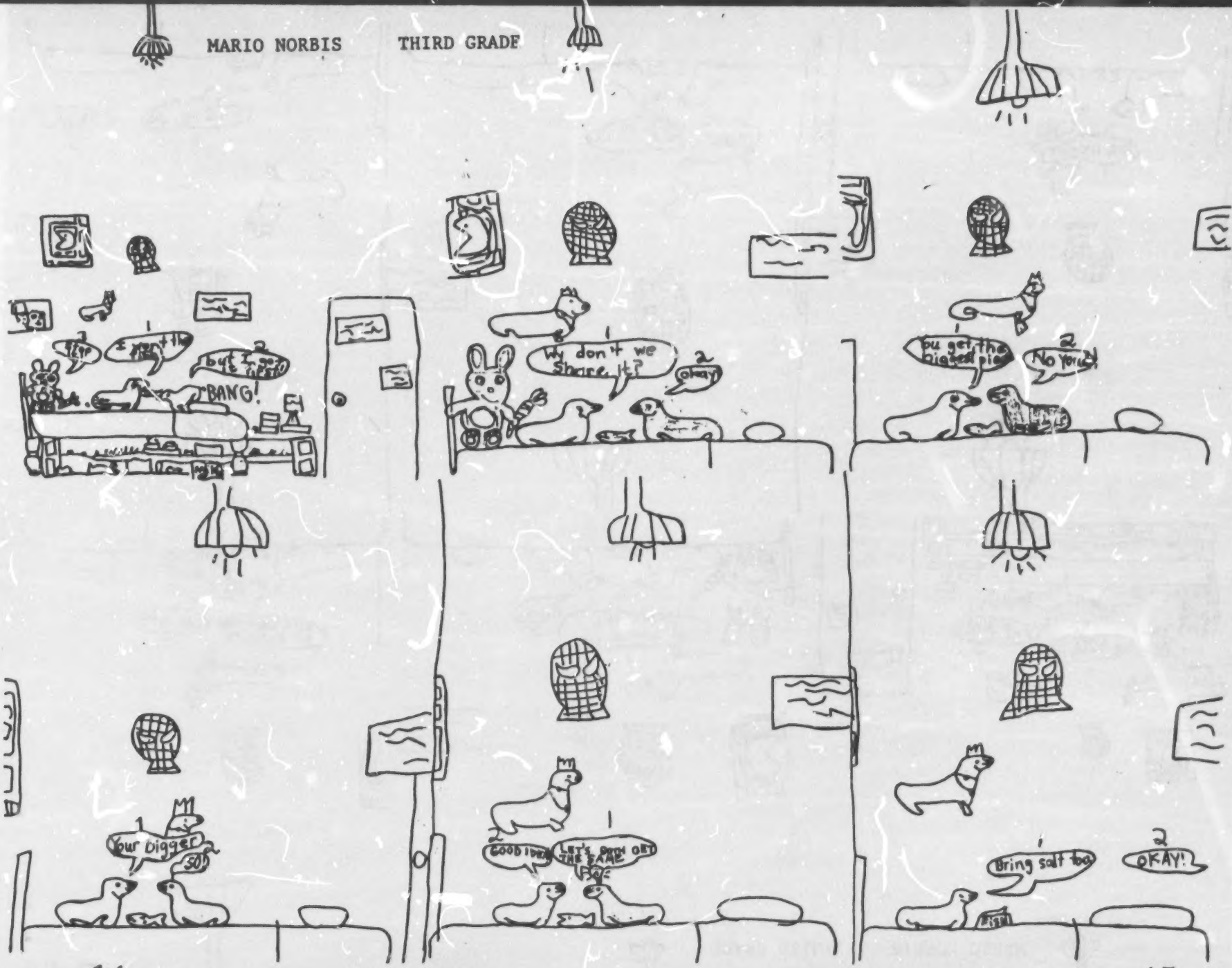
in africa

9

EXAMINING CONFLICTS:

AIYANA McGOWEN THIRD GRADE

MARIO NORBIS THIRD GRADE



Activities for 3rd–5th graders

(5) DEFINING PEACE

Joan Wojcik asked her class of third, fourth, and fifth graders to create their own personal definition of peace as a final activity after they had studied peacemakers and performed the skits described below. One example of this work is on the facing page.

(6) DRAMATIZING THE DECISIONS OF FAMOUS PEACEMAKERS

Drama provides a way for students to put themselves in someone else's shoes. Sarah Pirtle wrote a series of six short scripts on key moments of decision-making in the lives of Jane Addams, Rachel Carson, Cesar Chavez, Martin Luther King, Albert Schweitzer, and the women of the Indian Chipko movement who used non-violent methods to protect their trees from lumbering. Each cast of five students rehearsed their scripts separately and then performed for each other. These presentations sparked fruitful classroom discussions about the choices these peacemakers had made.

(7) STUDYING CHANGES: "WHAT DO YOU REMEMBER?"

Fourth graders tried two activities from the "Imaging the Future" section of Perspectives. In the first activity they interviewed their parents about the changes they remembered, and in the second they created storyboards of the important incidents in their own lives. This assignment is a good one for younger children as well.

(8) EXPLORING A NON-VIOLENT FUTURE WORLD

Fourth grade students explored the positive aspects of encountering new people and cultures through a participation story, "The Name Gathering," which was written and performed by Sarah Pirtle. The story takes place in a village of the future whose dominant values are cooperation, self discovery, and shared decision-making. The central character of the story goes on a name quest, and in the writing assignment illustrated here students imagine their own personal journeys of identity.

(9) PLACING YOURSELF IN THE FUTURE

Young people need to feel that a positive future awaits them. When asked to describe the purpose of "The Name Gathering" story, a fourth grader replied, "You wanted to show us that the future doesn't have to mean wars and stuff but could be positive things." In this next activity fourth and fifth graders were asked to imagine the kinds of jobs they might have in the future. They developed these jobs from their own present-day interests and imagined the kinds of things they might be doing in a world actively working to develop and maintain peace.

(10) MAKING A TIME CAPSULE

Fourth graders tried a creative writing assignment based on the "Imaging the Future" unit in Perspectives. They listed the things they would place in a time capsule to be opened in the future.

Peace is like a statue because it takes more than one person to make it.

BORIS PAVLIN GRADE THREE 13

DRAMATIZING THE DECISIONS OF FAMOUS PEACEMAKERS

Here are sections of the scripts created by Sarah Pirtle. The first dramatizes Rachel Carson's decision to write The Silent Spring. This is just the first scene of three.

RACHEL CARSON

NARRATOR: Rachel Carson has made her decision, even though others do not agree with her.

VOICE ONE: Why did you decide to write this book? You're famous now. There are many people who want you to write articles and do interviews. But now you say you don't have time for anyone or for anything but this.

VOICE TWO: You've won the National Book Award. Your book, The Sea Around Us, stayed at the top of the best seller list. You could stop working now. Why do you keep pushing on?

RACHEL: You don't understand! This book fights for everything I care about.

VOICE ONE: But why must you write about pesticides? -- about DDT? This is such an ugly topic. You've always written about the beauty of the world.

RACHEL: This book is about beauty. It is about the beauty we must save. It will show that the use of pesticides is harming our earth.

VOICE TWO: But your specialty is the sea.

RACHEL: No, my first love was the woods and the birds. The woods are where I grew up. I used to wake up at 5:30 and go outside to hear the birds sing. Such magic! And these -- our woods, our birds -- will die from the pesticides.

VOICE TWO: Aren't you afraid? You know the companies that make pesticides will try to stop your book. They'll try to make fun of you.

RACHEL: I don't have time for such fears, especially when I get letters like this one that came today.

NARRATOR: Dear Rachel,

This summer a plane flew over our small town in Massachusetts and sprayed DDT. The chemical companies may call it a "harmless shower bath" but we found seven of our songbirds dead immediately. And the next day we found more and more. It was a terrible death for them. And these were birds who had come back to our yard year after year. Now when I hear that we have to choose between the pesticide of DDT or the mosquitoes it would kill, I say let us keep the mosquitoes! Won't you help by writing about this?

Your friend, Olga Huckins

14 RACHEL: Of course I will.

Just as this script uses an actual letter sent to Rachel Carson by Olga Huckins, the script for the Indian Chipko Movement begins with an adaptation of a song by Ghyansham Sailani:

> Oh, where will we go if the green trees fall?
> What will we eat? What will we wear?
> Where will we go if the green trees fall?
> Where will the poor go then?

The script descibes true incidents in the life of a village in northern India. A young girl learns from the leader of the women's circle what Chipko means -- to embrace trees so they cannot be cut, to surround trees to protect them. She learns about the ways in which the forest is mother to the village, and it is this young girl who later discovers the lumbermen sneaking into the forest while the men have been tricked into leaving. The final scene of the skit shows what actually transpired in the encounter with the lumbermen.

THE INDIAN CHIPKO MOVEMENT

SCENE FIVE: (Two lumbermen are deciding which tree to cut first)

MAN ONE: Let us cut this tall one first.

MAN TWO: No, that one is too difficult. Let us start with this other.

(The women enter, stand in front of the trees, and hold hands).

PREMA (LEADER OF THE WOMEN'S CIRCLE): You will take none of these trees.

MAN ONE: Get out of our way.

MAN TWO: Look! I have a gun!

PREMA: Then go ahead and shoot. It is better that you shoot me then destroy our mother the forest.

MAN ONE: (whispering) We can't shoot these people.

MAN TWO: I know. I was just trying to scare her. But she means business. They all do.

MAN ONE: The company never told me how these people feel about their trees.

MAN TWO: I'm being paid to cut trees, not hurt people. What should we do?

MAN ONE: Let's get out of here. They can hire somebody else. (They leave)

WOMEN: (All sing together) Come with me now and embrace the trees
Feel the heartbeat next to you.
Come with me now and embrace the trees.
For our victory now is here -- HURRAH!

STUDYING CHANGES: PART ONE -- INTERVIEWING PARENTS

MOTHER

When she was a child they didn't have seat-belts, but they had car radios. There were t.v.'s and the t.v. was a 12 by 12 inch Motorola. It only had two knobs, and about three channels. There were no (she thinks) color t.v.'s.

My Mom would play monopoly with her friends, or she would read under her favorite tree. There weren't any digital clocks!

The houla-houp was popular, so my Mom had a lot of practice so she could twist while rollerskating, which was another popular thing.

But that's about all my Mom can remember now. Except that they didn't have a clothes dryer so her Mom had to put the clothes on an outside line. But they did have a cuckoo clock, and the bird would come out and sing cuck-oo, cuck-oo, cuck-oo!

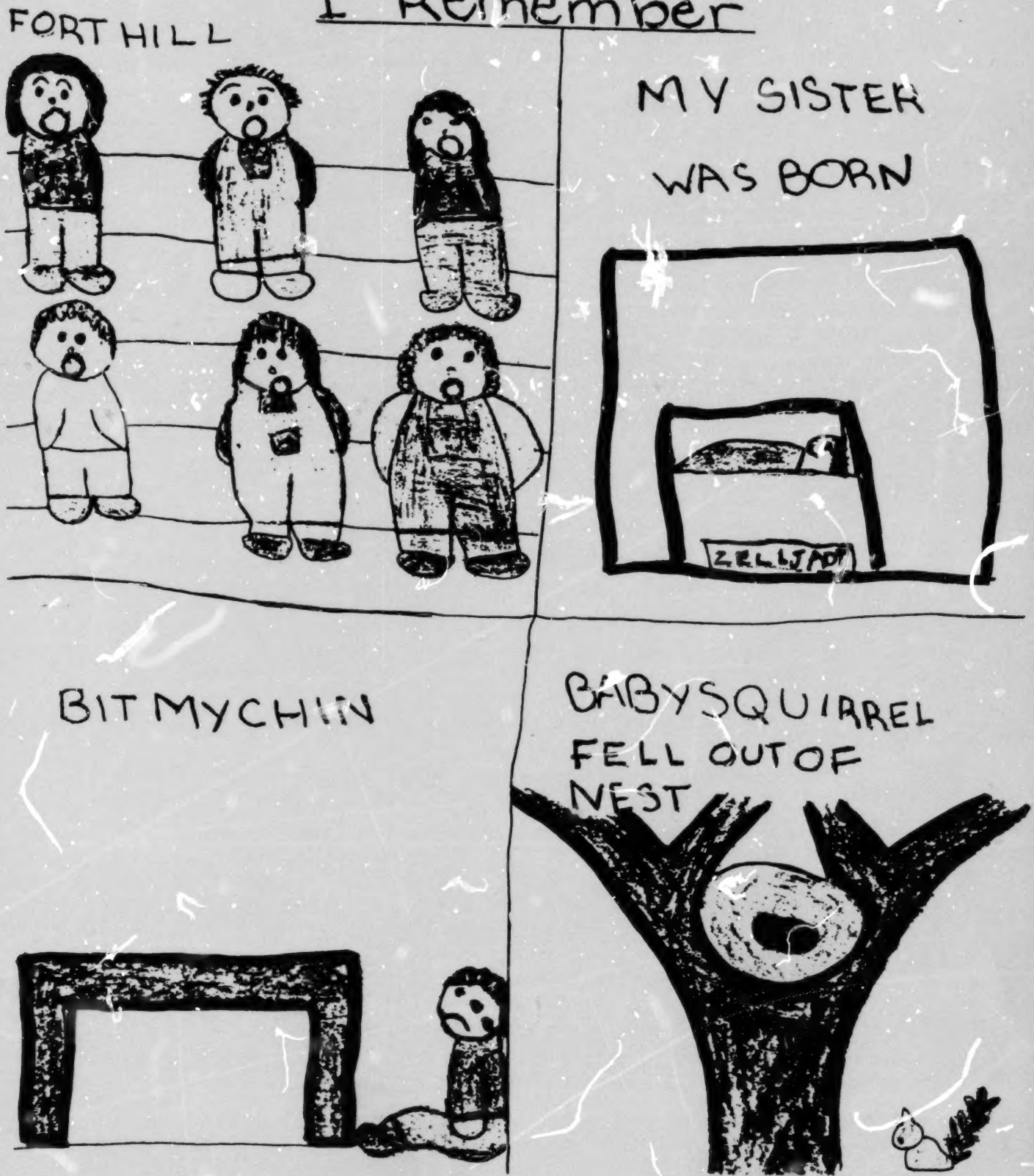
by Hannah Kenny
Grade Four

MOTHER

1. Most boys had crewcuts.
2. Very few men had beards.
3. The cars were a lot bigger.
4. Most mothers didn't work outside of home.
5. Girls wore their hair long and never wore pants to school.
6. They didn't have magicmarkers, they had crayons.
7. The girls had prettier dolls than we do.
8. When my mother was little, no one had reached the moon yet.
9. The tooth fairy only gave 10¢ a tooth.
10. Most people ate Cheerios or Wheaties for breakfast.
11. Nobody had a home computer.
12. There were no Snowblowers.
13. You had to use the operator to place even a local call; only later could you dial. There were no push button phones.
14. Thermos bottles had glass insides.
15. There were no automatic ice-makers.
16. There were few supermarkets: you bought meat at the meat market, baked goods at the bakery, etc.
17. Milk came in glass bottles and was delivered to your door by the milkman.
18. Kids came home from school for lunch.
19. Doctors made housecalls when you were sick.
20. There was very little junk mail. A stamp cost 3¢.
21. If you went to Europe, you took a boat.
22. There were no digital clocks.
23. Hardly anything was made of plastic.
24. To kids, a dollar meant a lot.
25. Gas cost 15¢ a gallon.
26. Boots fit over the shoe.
27. There were no disposable diapers.
28. There was no Medicare.
29. There were no antibiotics, penicillin had just been discovered.
30. There were no garbage machines, trash mashers, or microwave ovens.
31. There were no ten speed bikes.
32. Not very many people wore jeans.
33. There was no such thing as a xerox machine.

by Katja Zelljadt
Grade Four

I Remember



Katja Zelljadt Grade Four

EXPLORING A NON-VIOLENT FUTURE WORLD

THE NAME GATHERING: GRADE FOUR

My name used to be Bart Simon. But then one midsummer afternoon my friend Falling Stones ran up to me.

"Bart Simon, Bart Simon," he was yelling. When he had finally sat down beside me he said, "The name gatherings are to happen this evening and you are supposed to be there."

"I will be there," I said quivering with excitement.

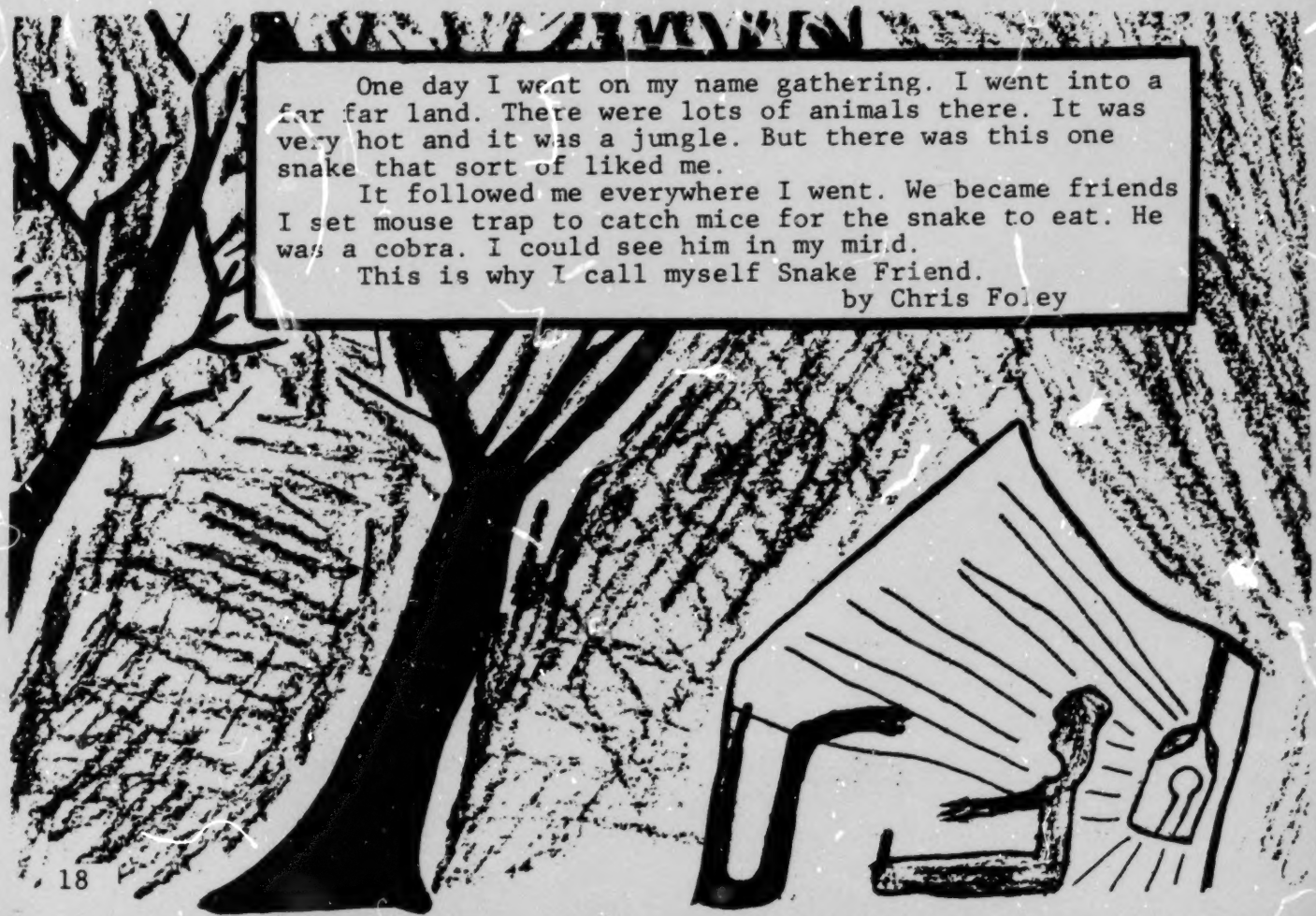
At nightfall I heard the tribe gathering up near my house. I realized it was time for the name gatherings to begin. I got on a very finely knitted cloak and ran outside. There was Falling Stones sitting on my doorstep waiting for me.

Then I looked up. There was Hayada. She said, "It is time to come." She led me into a large circle. She took off my cloak and she pronounced me No Name. I ran off and hid behind a bush. Then I felt a tap on my back. It my Falling Stones.

He said, "Look toward the darkness." Then he disappeared. I did look toward the darkness. Three great birds came flying toward me.

One of them said, "Hop on," so I did. Up,up we went, I could see my island. It looked like a little dot in the deep blue sea. Finally I couldn't see anything; a whitish mist was around me. I realized I was in a cloud. Then I thought,"Higher Flyer. Higher Flyer is a good name for me.

by Bart Simon



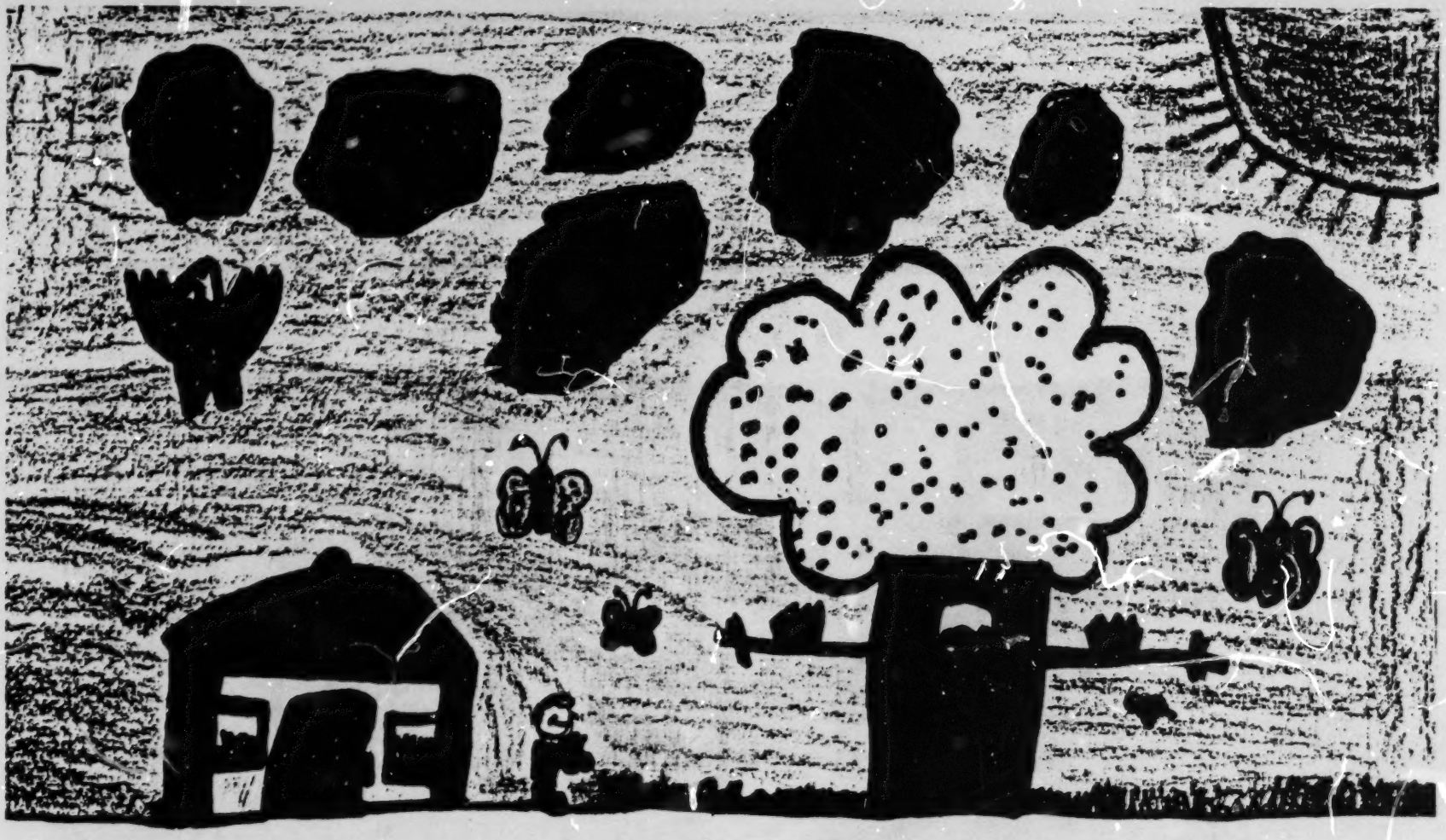
One day I went on my name gathering. I went into a far far land. There were lots of animals there. It was very hot and it was a jungle. But there was this one snake that sort of liked me.

It followed me everywhere I went. We became friends I set mouse trap to catch mice for the snake to eat. He was a cobra. I could see him in my mind.

This is why I call myself Snake Friend.

by Chris Foley

18

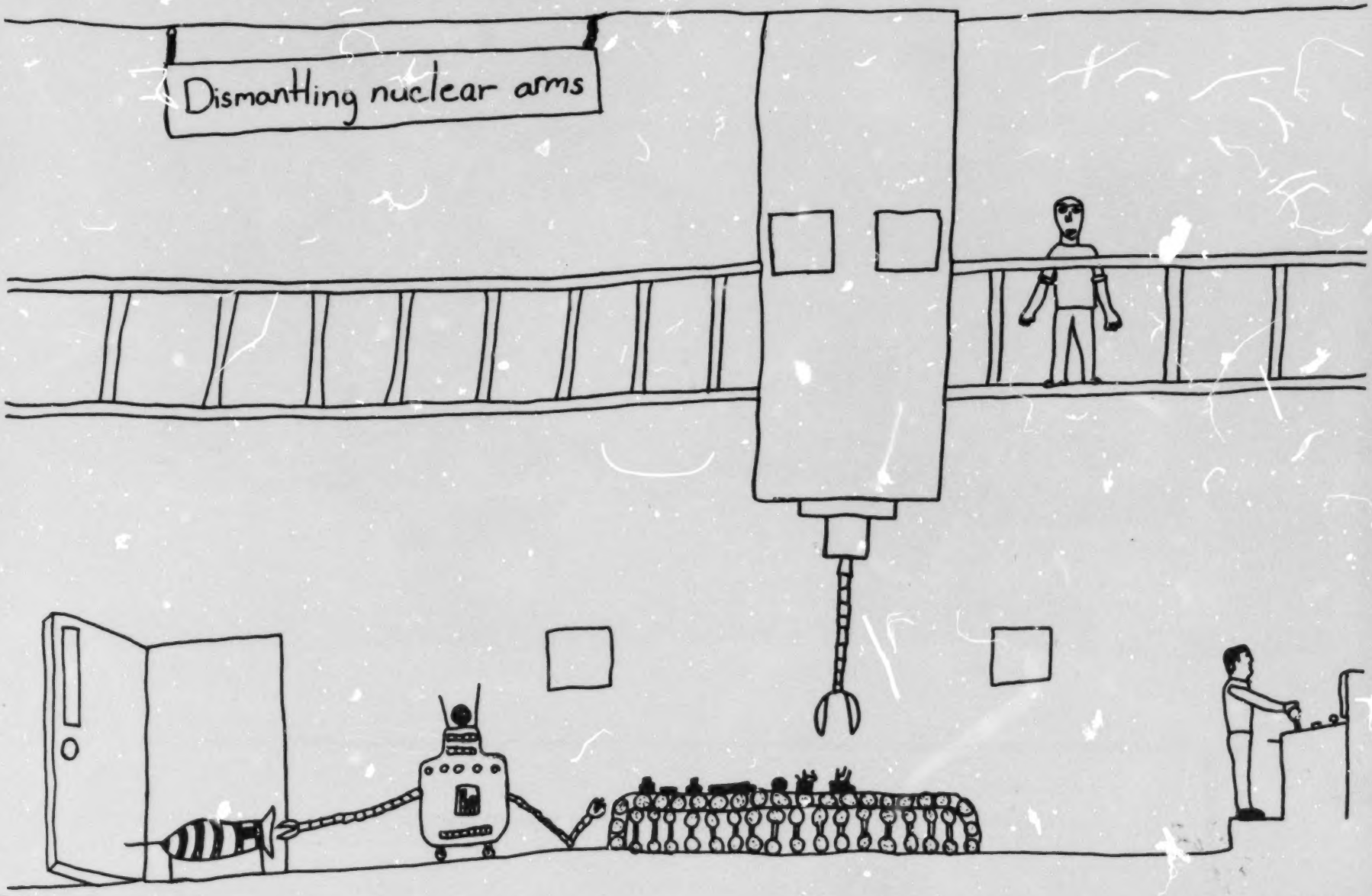


I used to be Rafael Torres. Now I am Inventor.

I called me that because I invented mindstretching to every animal in the village. I invented this because my father liked a lot of beautiful animals, but when he went to touch one it got scared and ran, so now I invented this and now he can mindstretch to the animals and touch them.

by Rafael Torres

PLACING YOURSELF IN THE FUTURE



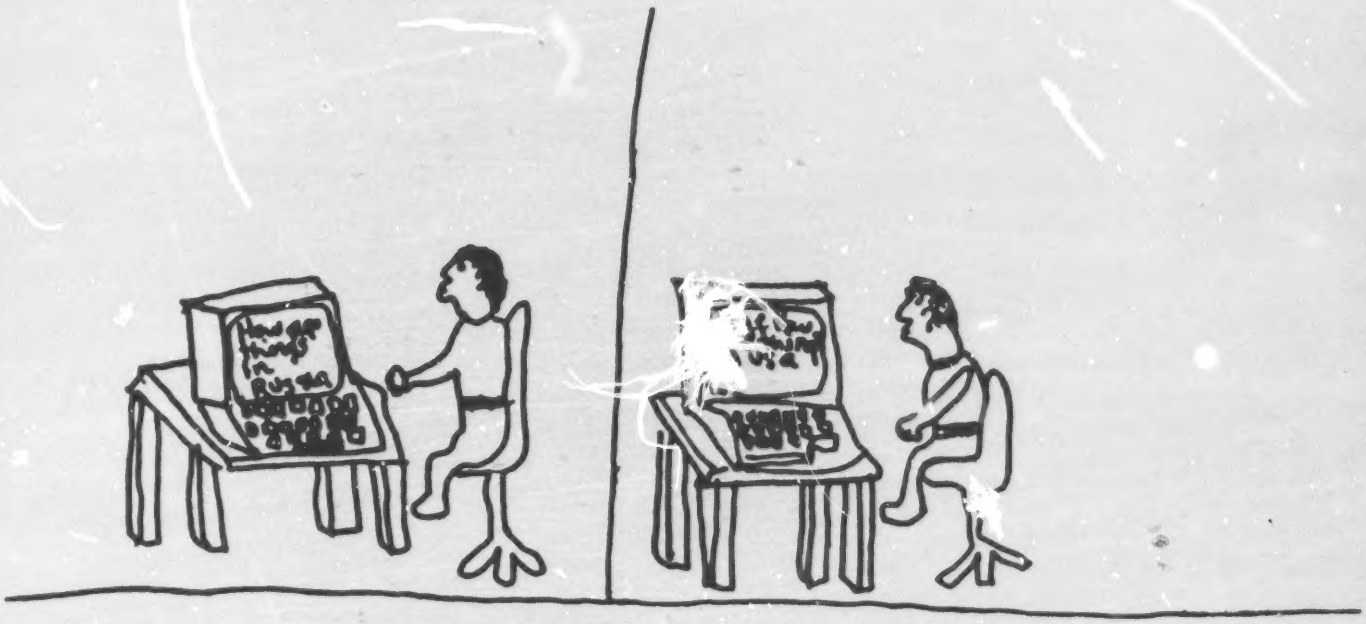
25

26

BY NOAH FISK GRADE FOUR

A JOB IN THE FUTURE:
TALKING TO OTHER COUNTRIES BY COMPUTER

ALEX FEIGENTRETER GRADE FIVE



MAKING A TIME CAPSULE

JOSHUA PETROWICZ GRADE FOUR

I would put a Guinness book of World Records.
I would put a newspaper to show the news that was going on.
I would put a gun to show we had weapons.
I would put a letter to tell what we were like.
I would put a picture of our present to show we had a good one.
I would put a dollar to show we had money.
I would put some tools to show we had tools to fix things with.
I would put some stickers to show I loved them.
I would put a poetry book to show I liked poetry.
I would put a picture of myself to show I made this time capsule.

Activities for 5th + 6th graders

(11) THINKING ABOUT PEACEMAKING

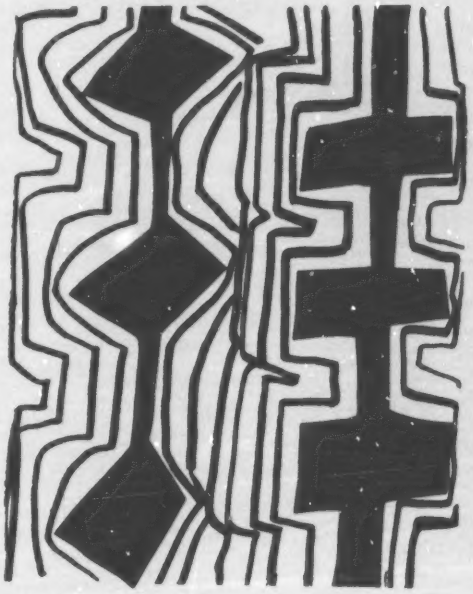
Lynn Benander's fifth and sixth grade students were involved in a unit on Appalachia this year. Sarah Pirtle supplemented this study with a concert about peacemakers in Appalachia, particularly people who used non-violent means to fight against strip mining and pollution. Thus, peacemaking was definied to include protecting the environment. Lynn asked her class to describe the actions of peacemakers using a cartoon format. The cartoon on the opposite page puts forth the value of people working together against pollution.

(12) MAKING DECISIONS

Polly Anderson, art teacher at Buckland-Shelburne School, asked fifth graders in Trudy Teutsch's class to think about a decision they had made and then to try to draw what it felt like to make the decision. This was a final activity after the class had studied decisions made by famous people using the skits described in activity six.

(13) ENCOUNTERING A DIFFERENT CULTURE

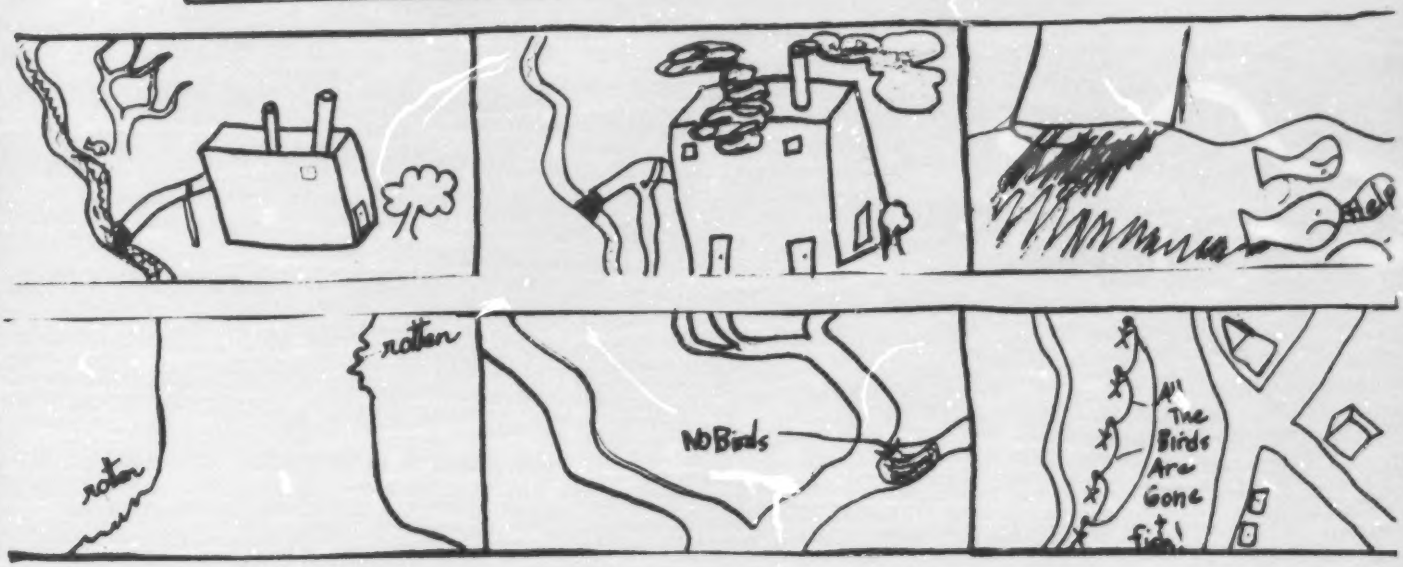
Marcia Schuhle's sixth graders participated in "The Name Gathering" story (Activity 8), and were asked to think about the two cultures in the story -- one a village culture and one highly technological -- meeting. Each student had their own opinion about what might happen and whether they might learn from each other. They created a type of line to express each group and then showed how each pattern might change during the encounter. Such an assignment could also be adapted to use with other social studies units.



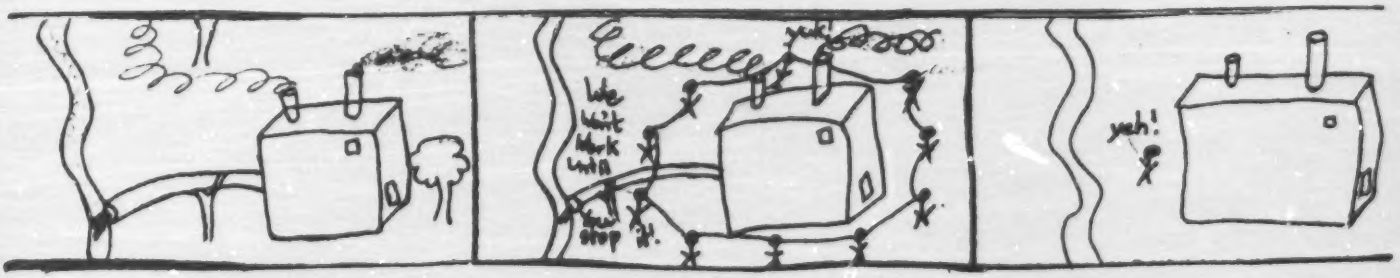
(14) OPPOSITES MEETING

Wanita Lafond's fifth and sixth grades were taken with the interpersonal relationships in the story. Polly Anderson developed a whole new activity to give them a vehicle for exploring their thoughts. Like the project above, it is an assignment that can be used entirely independently from the story, "The Name Gathering." The steps involved in this activity are described in detail on pages 30 - 32.

This is what might happen if A Peace Maker Didn't Come



This is what might happen if A Peace Maker did come

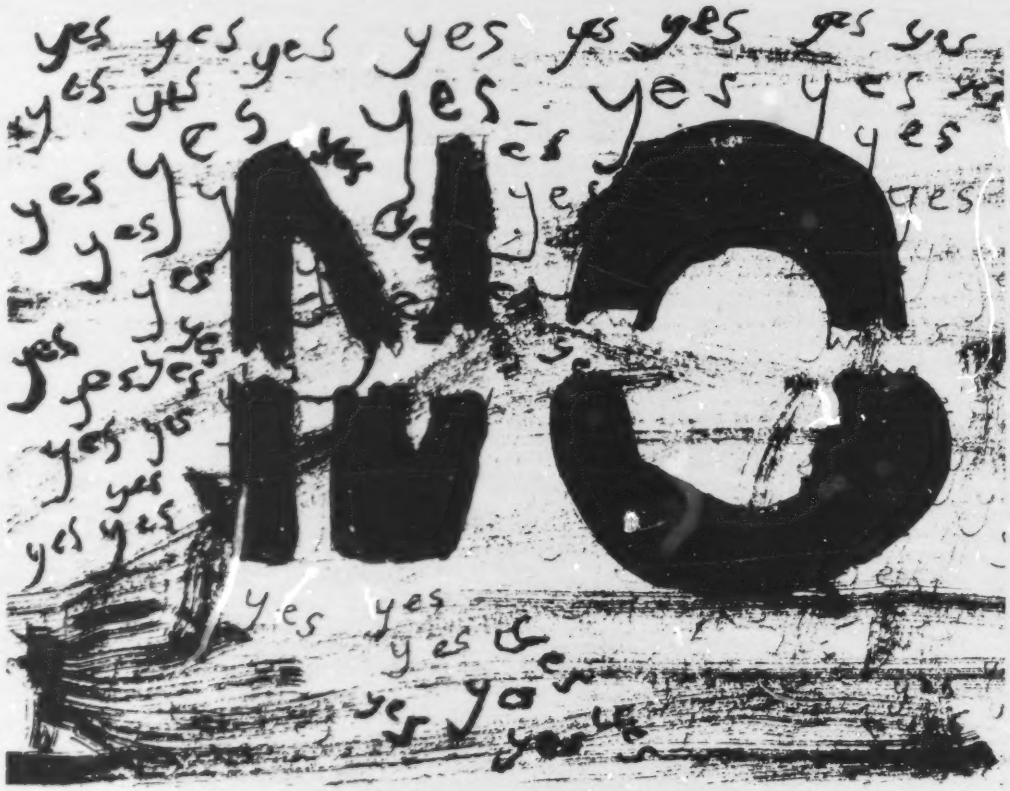


The End

by Sarah Cleary

MAKING DECISIONS: SIXTH GRADE

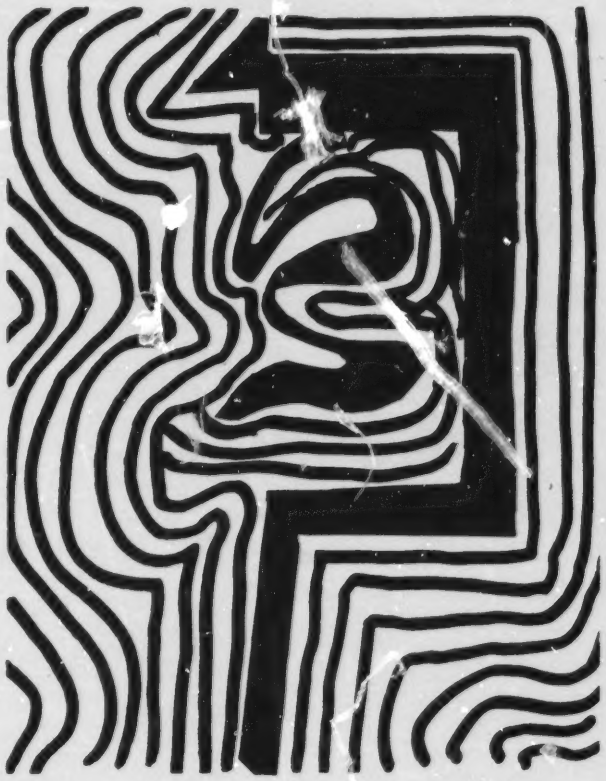
WADE BASSETT


yes yes yes yes yes yes yes yes
yes yes yes yes yes yes yes
yes yes yes yes yes yes yes

NO!
Would
Yes!
Would
"Yes"
NO!
maybe

ENCOUNTERING A DIFFERENT CULTURE

SIXTH GRADE



STEPS TO FOLLOW:

1. Have in mind two groups of people.
2. Create a line expressing the ways and values of each group.
3. Make each line out of black construction paper and paste it on your white paper.
4. Using black magic marker create patterns on each side of the lines using your basic shapes.
5. In the middle make new lines with magic marker to show what happens when the two groups meet and interact.

ARTWORK FROM BUCKLAND-SHELBURNE SCHOOL

Above:	Jeffrey Bishop	The fat line imprisons the curvey line.
Page 22:	Richard Ryan	They both meet and they both change.
Cover:	Richard Shippee	The thick line is being changed by the other line.
Back cover:	Shawn Benz	Gradual change.
Next three pages:		
Facing page	Doug Paige	America and Japan.
Page 28	Melissa Griswold	The loopy line is nice and even. They bend the rules but the other is very strict. When they meet, they change. They become more and more different.
Page 29	Justin Butcher	No change with either.

OPPOSITES MEETING

Assignment developed by Polly Anderson, Buckland Shelburne School

STEP ONE: Choose two opposite words.
Decide what colors express each word.
Decide what types of art materials express each word.

Happy

Light blue and pink

Chalk, colored pencil

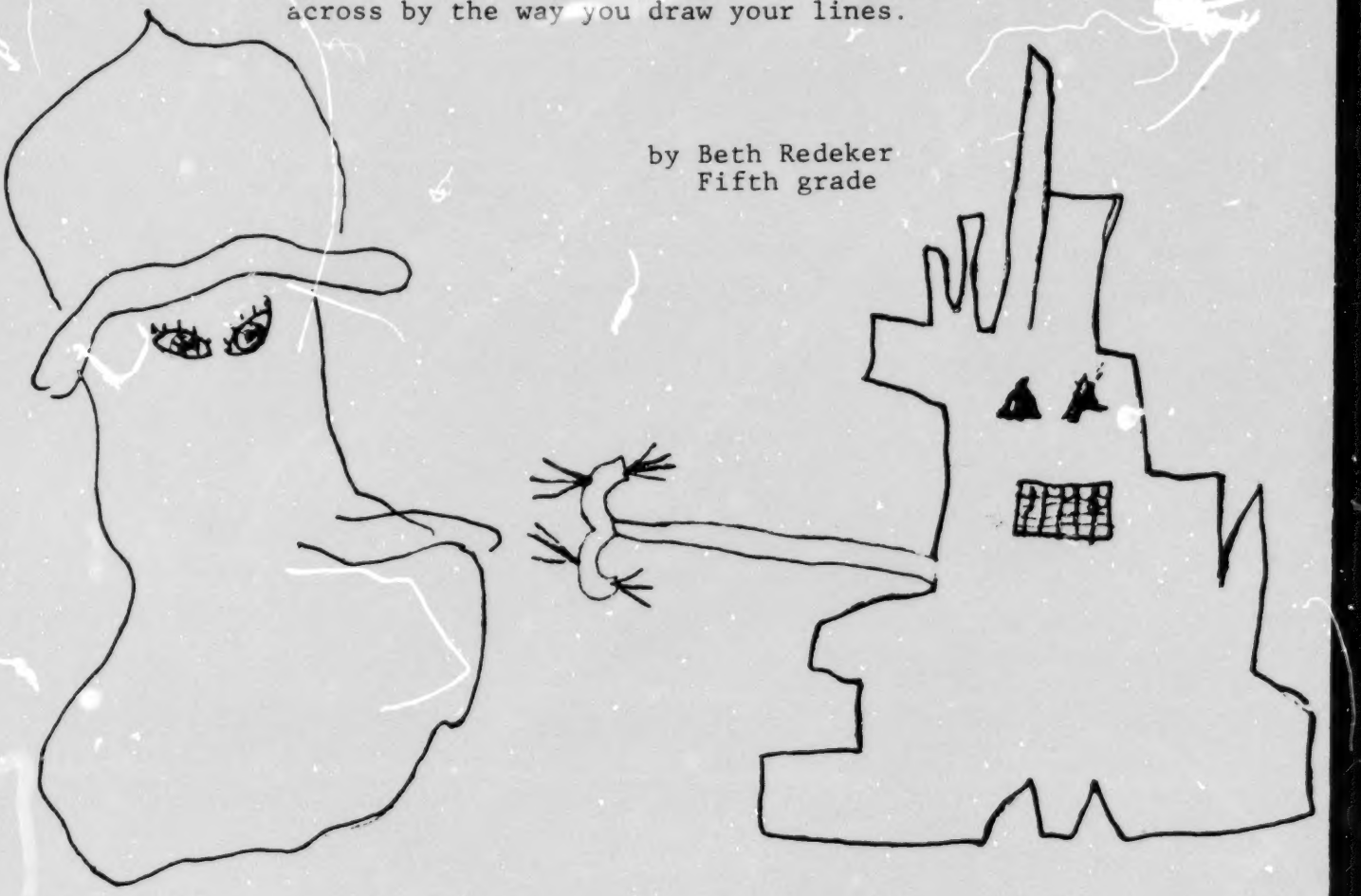
Sad

Dark blue with purple

Markers and c. pencils

STEP TWO: In pencil do a rough drawing of your shapes. Get your ideas across by the way you draw your lines.

by Beth Redeker
Fifth grade

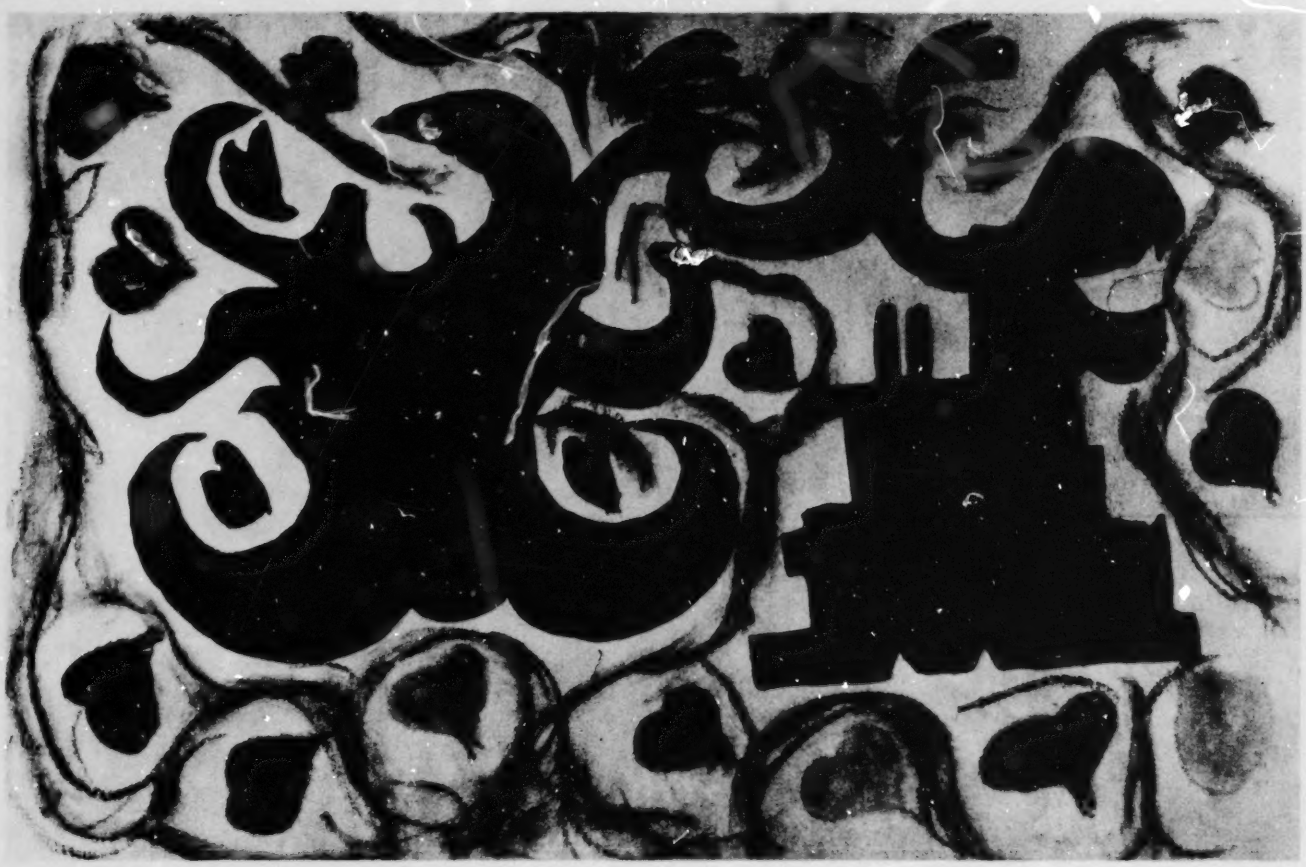


STEP THREE: Talk about your plans and evaluate them.

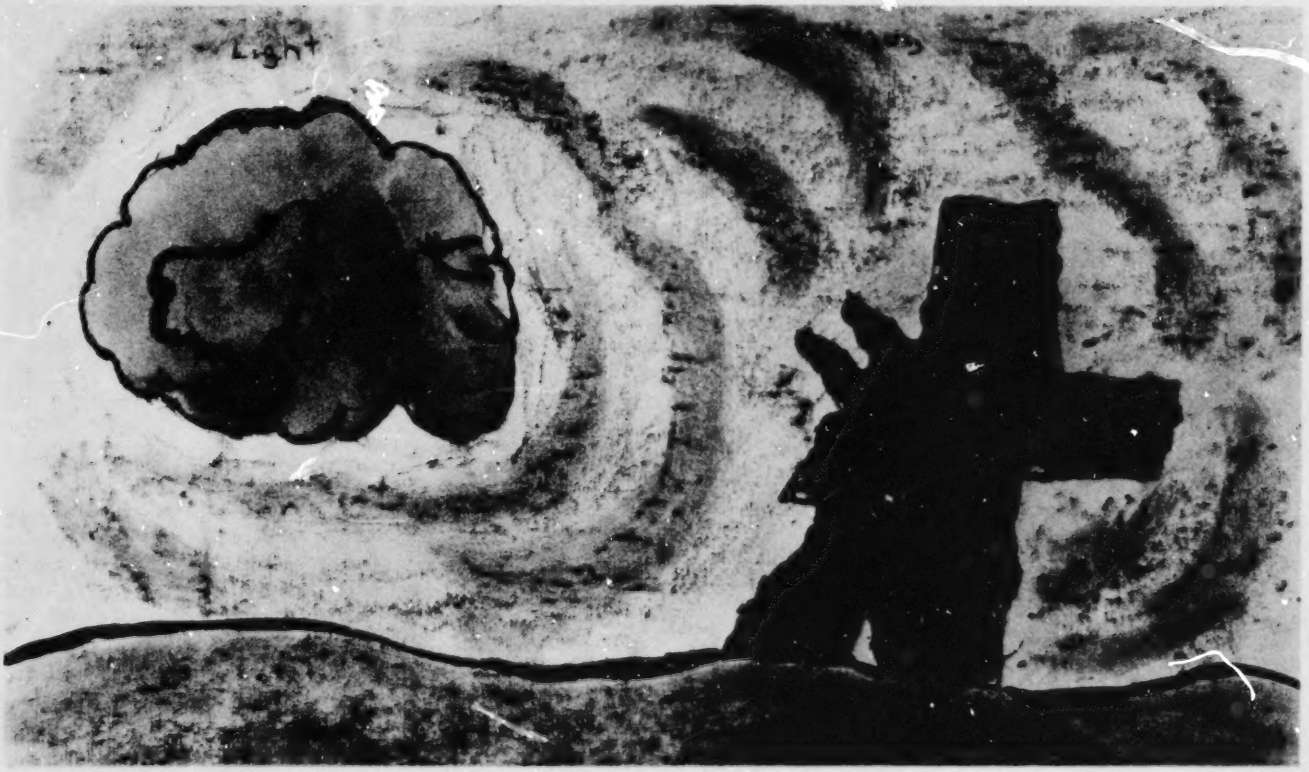
Polly and Beth discussed her rough copy and decided that the happy shape looked sad because it drooped. Polly asked Beth how she could use different types of line to make the happy shape look frolicking as if it were trying to get the stern sad shape to play.

On the next page is Beth's finished drawing. She used pink, orange, and yellow for the happy shape and dark gray for the sad shape.

BETH REDEKER'S FINISHED DRAWING

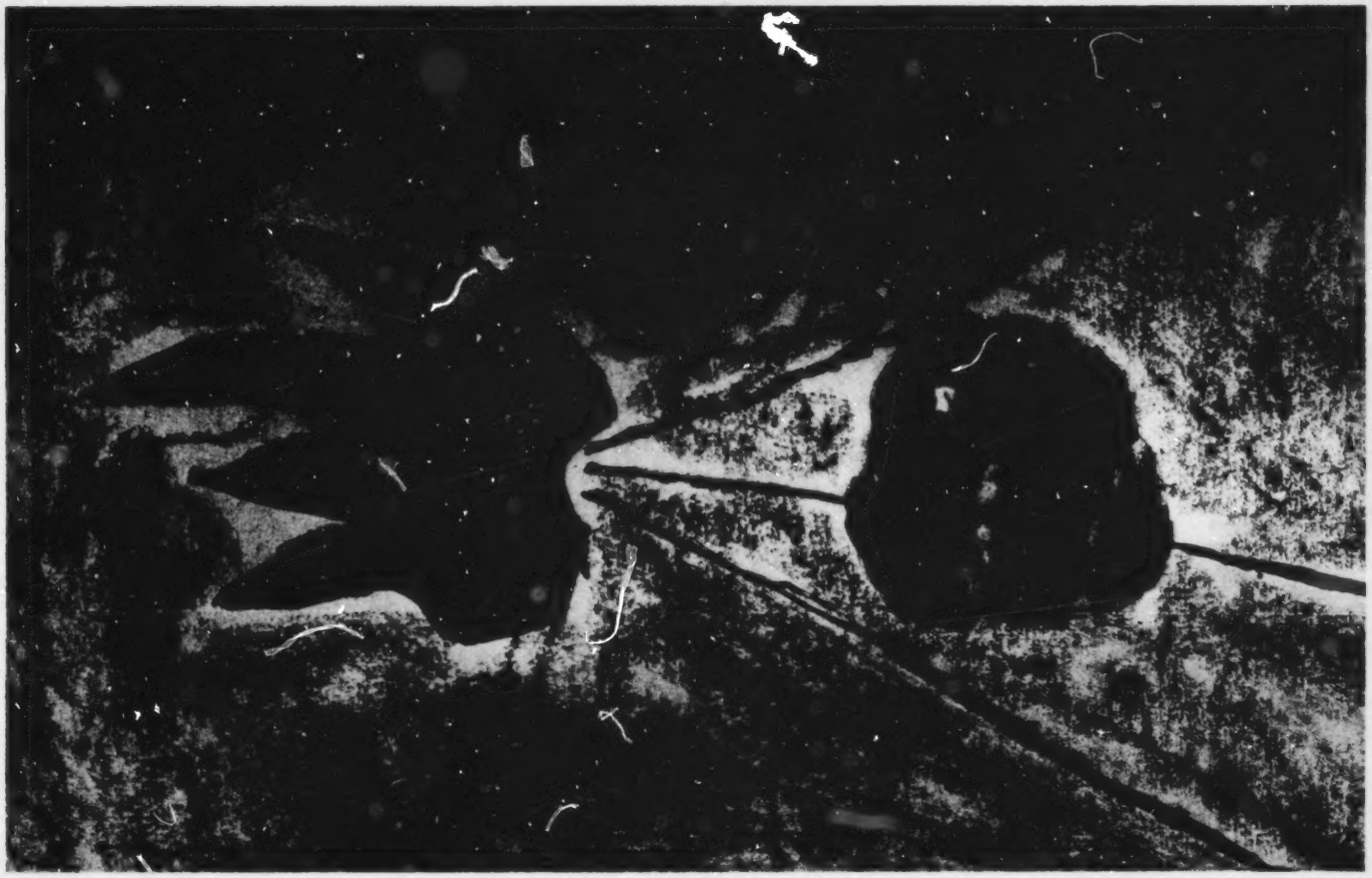


AMY MOREY - SOFT MEETS HARD (Sixth grade)



OPPOSITES MEETING:

These drawings really invite discussion.
The final step is to write an essay about the drawing,
and then to talk about your work with the class.



THE QUIET ONES

We need more people who are helpful to other people, who will give them confidence so that they won't be afraid to speak their minds should they be asked to tell their opinion. We need people who will give younger people an influence to help them with their fears. They must have patience, and confidence that they can do things they set their minds to do.

Maybe if more people appreciated the things that quiet people do, more people would want to become a quiet one.

Rachel Putnam
Fifth grade

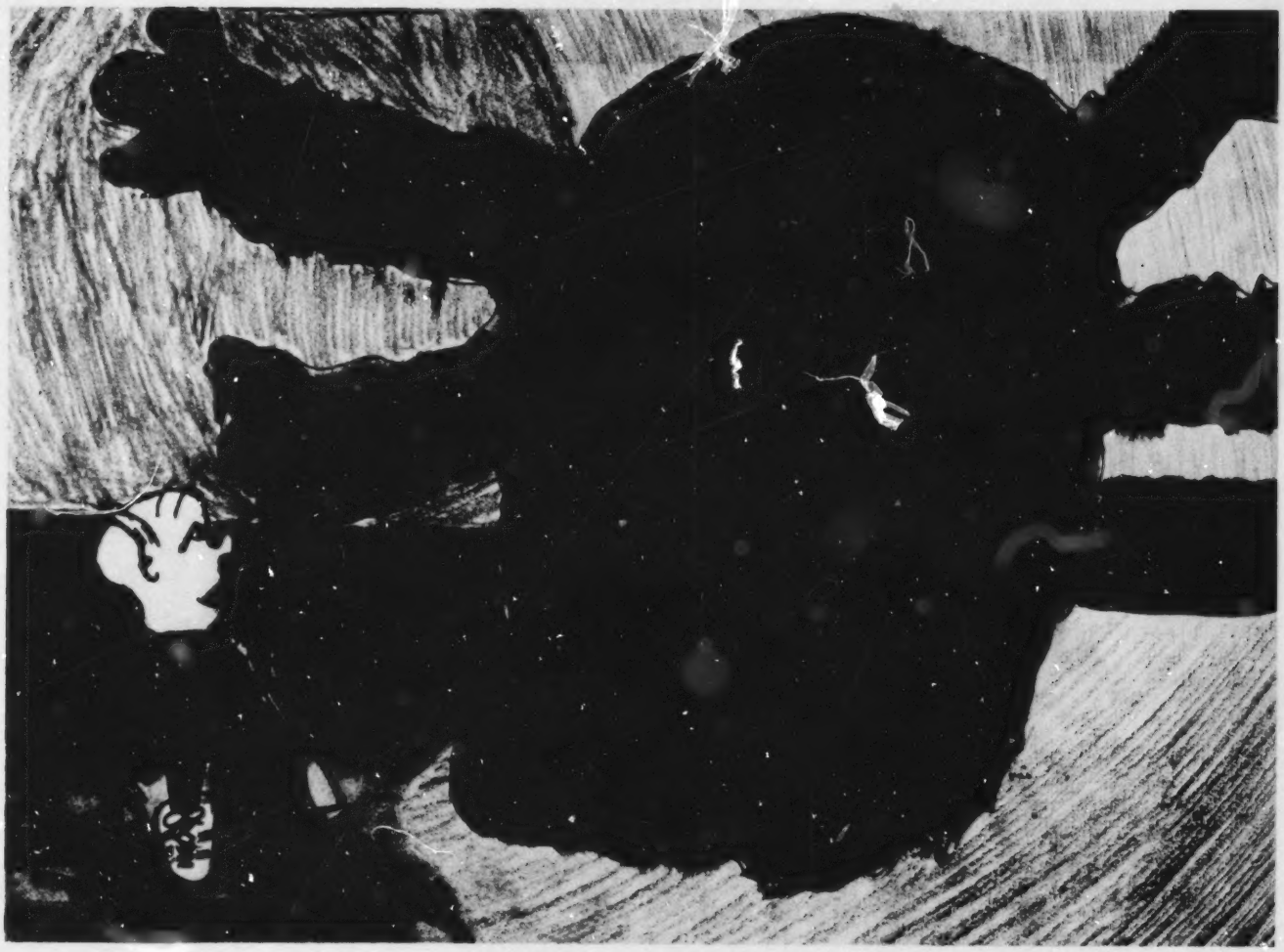
REJECTION

Have you ever been rejected when you greet another person just because you were different? We know that feeling really hurts. Others may think that just because you are different you are not as good as they are.

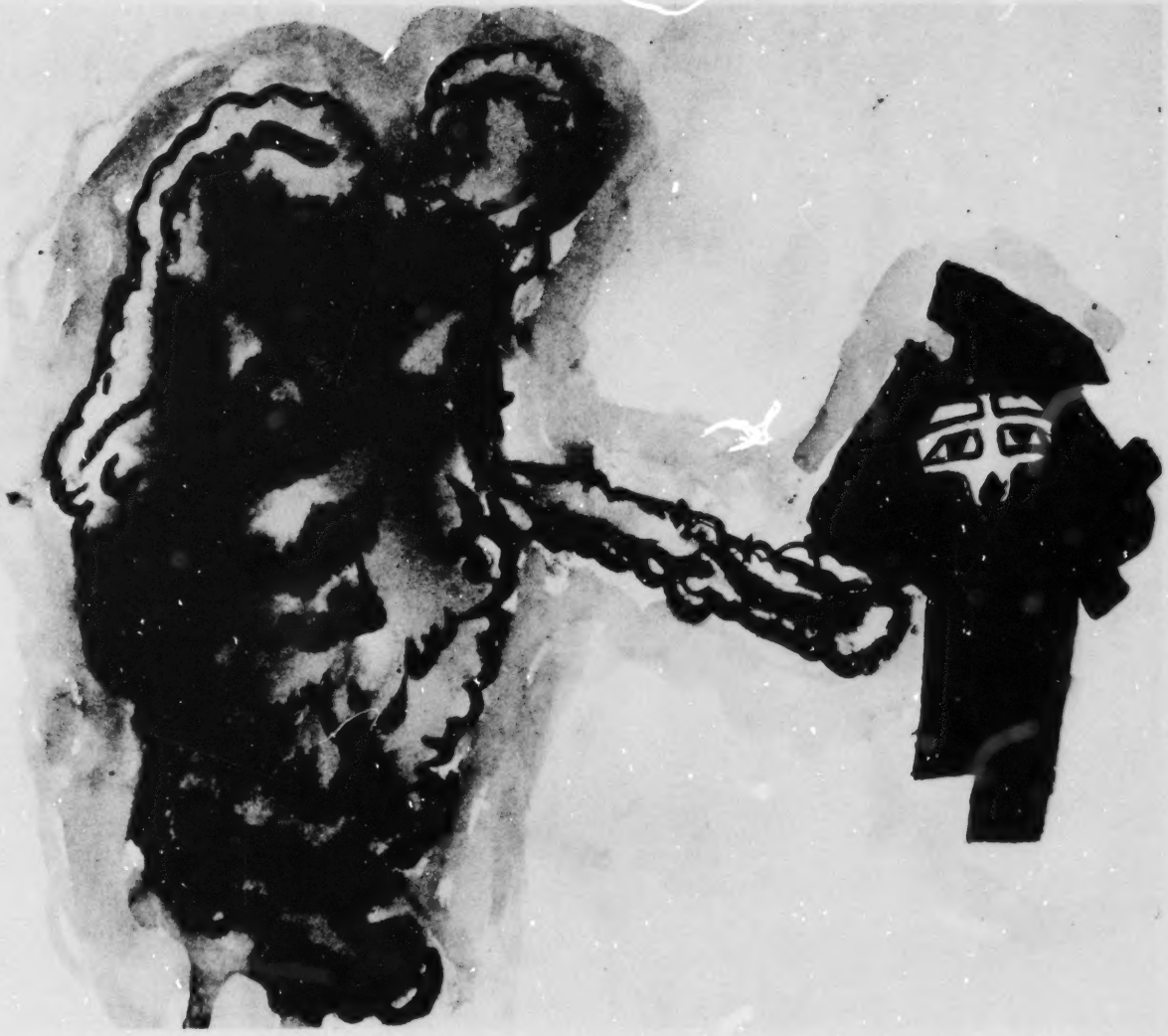
Prejudice is a hard thing to handle whether you are the person being attacked by it or even if you are the one with the prejudices.

So next time you hear a friend, or even yourself, giving someone else a hard time because they are different or even just because they aren't popular, try and think how it feels when someone treats you like that. It hurts, doesn't it?

I'm sure if you try to think how it really feels you'll ease up a bit. I'm sure you'll find that there is a lot less tension between you and everyone else when you do. With your effort showing to others they too might try it a bit.



Jenni Burkham
Sixth grade



REACHING OUT

If more people tried reaching out this world wouldn't be like it is now. We need to open our eyes and our hearts to the people and animals that need help. Everyone is different, I know, but we can't just stand there wondering whether we should greet them or walk away.

If we share with one another during times when we have something to share, it will all come back to us eventually. The world has to learn this. When will we live in peace? Will the people in this world ever learn? Think about it, wouldn't it be wonderful to live in a world of happiness and love?

Cathy Mayer
Sixth grade

THE VIOLENT ONE AND THE PEACEFUL ONE

We think that when the violent one and the peaceful one meet they may become friends. The violent one has more evident power but the peaceful one can calm him down by his soft voice and the way he accepts the violent one's pain.

We humans need more peaceful ones. We can get these by helping each other to accept each other's faults. We also can be friends and be nice to each other and help each other to mature.

G. Patrick Welsh
Sixth grade

AFTERWARD

Building peacemaking skills involves not only developing sound interpersonal and communication skills, but welcoming diversity, building positive maps of the world, and building positive expectations about the future.

We have stressed arts as an entryway because they are a concrete medium for exploring these concepts. Also, we believe that teaching arts is teaching thinking. Such activities provide containers, nets, for a child to catch hold of and examine new ideas, and, through interacting with the materials, develop understanding.

The essence of peacemaking is creativity. These are living nets, not fixed boxes. Just as teachers in this project created their own adaptations of other activities and new inventions in response to the interests of their own students, we invite you to further adapt and create, and hope that these ideas will spark your imagination.

Sarah Pirtle
Booklet Editor

RESOURCES

BOOKS:

PERSPECTIVES: A Teaching Guide to Concepts of Peace (K - 12)
Boston Area Educators for Social Responsibility
11 Garden St., Cambridge, MA, 02138 (617) 492-8820

CREATIVE CONFLICT RESOLUTION (200 activities) by William Kreidler: order from Good Year Books; Scott, Foresman and Company, Glenview, Illinois, 66025, $10.95, paperback.

ORGANIZATIONS:

National Office, Educators for Social Responsibility
23 Garden St., Cambridge, MA, 02138 (617) 492-1764

MUSIC:

A GENTLE WIND: Mail order company producing tapes for children.
Write: Box 3103, Albany, NY 12203
Two tapes used by teachers: "Under One Sky" by Ruth Pelham
"Two Hands Hold the Earth" by Sarah Pirtle

PEACE GATHERING SONGS: A tape of 31 sing-along songs collected by Sarah Pirtle, booklet with words and chords included. $8.
Write: New Song Library, P.O. 295, Northampton, MA 01061

TO ARRANGE FOR PERFORMANCES OF "THE NAME GATHERING" STORY OR OBTAIN COPIES OF THE DRAMATIC SCRIPTS (Activity 6):
contact Sarah Pirtle through Traprock Peace Center.

THANK YOU!

Thanks to the educators and students who participated in this project.

Buckland-Shelburne Elementary School, Franklin County, MA.

Principal: Russell Vernon-Jones
Teachers: Polly Anderson
Wanita Lafond
Marcia Schuhle
Trudy Teutsch

Marks Meadow Elementary School, Amherst, MA.

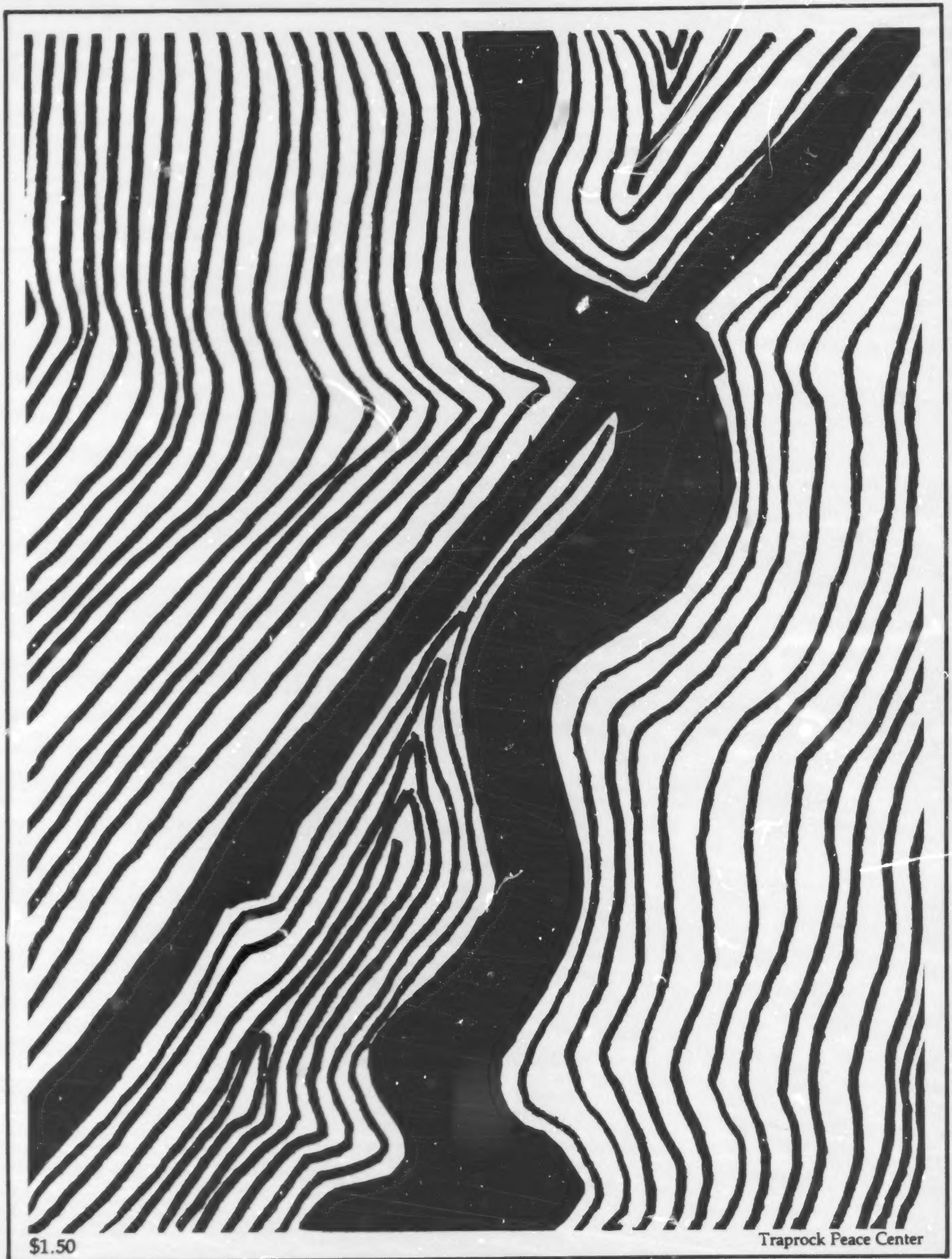
Principal: Michael Greenebaum
Lynn Benander
Joan Langley
Kathy McKay
Idalia Morales
Doug Ruopp
Susan Vegiard
Joan Wojcik

THE DREAMER

A dreamer is a person who is not happy or satisfied with his present life. I think the value of dreams is that dreams make people work for what they want so they can be their best self.

For example, one of my dreams is to stop nuclear war. The way we can do this is to stop making weapons. And start getting to know each other better.

by Ken Hammond
Grade Six
Buckland-Shelburne School



$1.50

Traprock Peace Center